



HMH Into Reading™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

GRADE 3

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correlated to the

**Indiana Academic Standards
English/Language Arts**

Grade 3

Indiana Academic Standards		HMH Into Reading Teacher Materials
READING: Foundations		
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS		
Develop, build, and apply knowledge of foundational reading skills		
Learning Outcomes		
3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T36–T39, T60–T61, T96–T99, T116–T117, T152–T155, T172–T173, T226–T229, T250–T251, T286–T289, T306–T307, T342–T345, T362–T363; V2: T36–T39, T60–T61, T96–T99, T116–T117, T152–T155, T172–T173, T226–T229, T250–T251, T286–T289, T306–T307, T342–T345, T362–T363; V3: T36–T39, T60–T61, T96–T99, T116–T117, T152–T155, T172–T173, T226–T229, T250–T251, T286–T289, T306–T307, T342–T345, T362–T363; V4: T36–T39, T60–T61, T96–T99, T116–T117, T152–T155, T172–T173, T226–T229, T250–T251, T286–T289, T306–T307, T342–T345, T362–T363; V5: T36–T39, T60–T61, T96–T99, T116–T117, T152–T155, T172–T173, T226–T229, T250–T251, T286–T289, T306–T307, T342–T345, T362–T363; V6: T10–T13, T18–T19, T30–T33, T38–T39, T50–T53, T58–T59, T74–T77, T82–T83, T94–T97, T102–T103, T114–T117, T122–T123
RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
Print Concepts		
3.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Foundational Skills and Word Study Studio Teacher’s Guide: K.3
3.RF.2.2	Students are expected to build upon and continue applying concepts learned previously.	Foundational Skills and Word Study Studio Teacher’s Guide: K.1

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
	Recognize that written words are made up of sequences of letters.	Anchor Charts: Anchor Chart 32, Alphabetical Order
3.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	Foundational Skills and Word Study Studio Teacher’s Guide: K.2, K.32
3.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Learn and apply knowledge of alphabetical order.	Foundational Skills and Word Study Studio Teacher’s Guide: K.31 Anchor Charts: Anchor Chart 32, Alphabetical Order
RF.3: PHONOLOGICAL AWARENESS		
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
Phonological Awareness		
3.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously</i> Identify and produce rhyming words.	Foundational Skills and Word Study Studio Teacher’s Guide: K36, K37, K38, 1.1B,
3.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Blend sounds, including consonant blends, to produce single- and multi-syllable words.	Foundational Skills and Word Study Studio Teacher’s Guide: K39, K.40, K.49, K.50, 1.9C, 1.10C, 1.11B, 1.12C, 1.21D, 2.5B, 2.7B
3.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Add, delete, or substitute sounds to change single-syllable words.	Foundational Skills and Word Study Studio Teacher’s Guide: K.53, K.54, K.55, 1.15B, 1.16B, 1.17B, 1.18B, 1.20B, 1.22B, 1.26B, 1.27B, 1.34B Teacher’s Guide V2: T36, T37, T38, T39, T60, T61
3.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Distinguish beginning, middle (medial), and final sounds in single-syllable words.	Foundational Skills and Word Study Studio Teacher’s Guide: K.41, K.42, K.43, K.44, K.45, K.46
3.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Segment the individual sounds in one-syllable words.	Foundational Skills and Word Study Studio Teacher’s Guide: K.40, K.51, K.52

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RF.4: PHONICS		
Decode and read words by applying phonics and word analysis skills		
Phonics		
3.RF.4.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context.</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: K.56, K.57, K.58, K.59, K.60, K.61, K.73B, K.74B, K.75B, K.76B, K.78B, K.79B, K.80B, K.81B, K.83B, K.84B, K.85B, K.86B, K.88B, K.89B, K.90B, K.91B, K.93A, K.93B, K.94A, K.94B, K.94C; 1.8D, 1.9C, 1.10C, 1.11B, 1.12C, 1.14B, 1.15C, 1.16C, 1.18D, 1.21D, 2.5B, 2.7B, 2.8B, 2.9B, 3.8</p> <p>Teacher’s Guide, V1: T152, T153, T172, T173, T226, T227, T250, T251, T286, T287, T342, T343; V2: T226, T227, T250, T251, T286, T287, T306, T307, T342, T343, T362, T363; V3: T36, T37, T60, T61, T226, T227, T250, T251, T286, T287, T306, T307, T342, T343</p>
3.RF.4.2	<p>Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: 1.21C, 1.22C, 1.23B, 1.24D, 1.28B, 1.29B, 1.30B, 1.32D, 1.34C, 2.14B, 2.15B, 2.16B, 2.20B, 2.21B, 2.31B, 2.32B, 2.33B, 2.34C, 3.3, 3.4, 3.5, 3.10, 3.13, 3.23</p> <p>Teacher’s Guide, V1: T36, T37, T60, T61, T96, T97, T98, T116, T117, T152, T153, T154, T172, T173, T226, T227, T250, T251, T286, T287, T306, T307, T342, T343, T362, T363; V2: T286, T287, T306, T307, T316, T317, T362, T363; V3: T60, T61, T96, T226, T227, T250, T251, T286, T287, T306, T307, T342, T343; V4: T172, T173, T250, T251; V5: T226, T227, T250, T251, T286, T287, T306, T307, T342, T343, T344, T345, T362, T363; V6: T18, T19, T50, T51, T58, T59, T74, T75, T82, T83</p>
3.RF.4.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: K.58, K.73B, K.78B, K.83B, K.85B, K.88B, K.93A, K.93B, K.94A, K.94B, K.94C</p> <p>Teacher’s Guide, V1: T36, T37, T96, T97, T15, T153, T226, T227, T342, T343</p>
3.RF.4.4	<p>Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., <i>qu-</i>; <i>doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural</i>).</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: 1.9C, 1.10C, 1.11B, 1.12C, 1.14B, 1.15C, 1.16C, 1.18D, 1.21D, 2.5B, 2.7B, 3.8</p> <p>Teacher’s Guide, V2: T36, T37, T60, T61, T96, T97, T116, T117, T226, T228, T250, T251, T342, T344, T362, T363; V4: T226, T228, T250, T251, T342, T344, T362, T363; V6: T10, T12, T18, T19</p>

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3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., <i>ight</i>).	Foundational Skills and Word Study Studio Teacher’s Guide: 3.5, 3.11, 3.33, 4-6.34 Teacher’s Guide, V1: T286, T287, T288, T306, T307; V2: T152, T154, T172, T173; V4: T152, T154, T172, T173, T286, T287; V5: T96, T98, T116, T117, T226, T228, T250, T251; V6: T50, T52, T58, T59, T74, T77, T82, T83
3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won’t</i>) and possessives (e.g., <i>children’s, Dennis’s</i>).	Foundational Skills and Word Study Studio Teacher’s Guide: 1.15D, 1.16D, 1.35B, 1.36C, 2.11B, 2.27B, 2.28B, 2.32C, 3.28A, 3.28B, 3.29 Teacher’s Guide, V2: T354, 355; V3: T126-T127, T152, T155, T172, T173; V4: T226, T228, T250, T251, T286, T288, T306, T307; V5: T36, T38, T60, T61; V6: T96, T114, T116, T122, T123
RF.5: FLUENCY Demonstrate accuracy and fluency when reading		
Fluency		
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	Teacher’s Guide, V1: T39, T48, T51, T99, T155, T229, T289, T345; V2: T39, T48, T51, T99, T155, T229, T238, T241, T289, T345; V3: T39, T99, T155, T229, T289, T345; V4: T39, T99, T155, T229, T289, T345; V5: T39, T99, T155, T229, T289, T345; V6: T13, T33, T53, T77, T97, T117
READING: Literature		
RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T34–T35, T46–T47, T58–T59, T68–T69, T76–T77, T94–T95, T106–T107, T114–T115, T132–T133, T150–T151, T162–T163, T170–T171, T180–T181, T224–T225, T236–T237, T248–T249, T258–T259, T266–T267, T284–T285, T296–T297, T340–T341, T352–T353, T360–T361, T370–T371; V2: T304–T305, T314–T315, T322–T323, T340–T341, T352–T353, T360–T361, T370–T371; V3: T46–T47, T58–T59, T68–T69, T76–T77, T114–T115, T124–T125, T132–T133, T236–T237, T248–T249, T258–T259, T266–T267; V4: T150–T151, T162–T163, T170–T171, T180–T181, T304–T305, T314–T315, T322–T323; V5: T114–T115, T124–T125, T132–T133, T236–T237, T248–T249, T258–T259, T266–T267, T284–T285, T296–T297, T304–T305, T314–T315, T322–T323, T340–T341, T352–T353, T360–T361,

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		T370–T371; V6: T73, T79, T81, T85, T87, T93, T99, T101, T105, T107, T113, T119, T121, T125, T127 Teaching Pal, B1: 16–17, 18–34, 38–56, 60–72, 76–98, 114–144, 148–154, 182–214, 304–314, 324–338, 342–354, 372–388, 398–412; B2: 18–44, 166–182, 240–252, 310–318, 356–376, 380–386, 390–396, 400–408
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT		
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
Key Ideas and Details		
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Teacher’s Guide, V1: T43, T91, T111, T147, T233, T280, T281, T300, T301; V2: T233, T255, T301, T337; V3: T42, T43, T111; V4: T147, T301; V5: T110, T111, T233, T281, T301, T337 Teaching Pal, B1: 16, 17, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 39, 40, 41, 42, 43, 44, 45, 49, 51, 52, 53, 54, 55, 56, 57, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 77, 78, 79, 80, 81, 82, 84, 85, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 98, 99, 115, 121, 122, 124, 125, 128, 130, 132, 133, 134, 135, 138, 139, 140, 143, 144, 145, 149, 150, 152, 153, 154, 155, 161, 164, 165, 168, 170, 171, 174, 178, 183, 184, 185, 186, 187, 188, 189, 191, 194, 196, 197, 199, 201, 202, 203, 204, 206, 208, 210, 214, 215, 306, 307, 309, 311, 312, 314, 315, 325, 329, 333, 334, 335, 336, 337, 338, 339, 340, 341, 343, 344, 345, 346, 347, 349, 350, 351, 352, 353, 354, 355, 356, 357, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 388, 389, 390, 391, 400, 402, 403, 404, 405, 406, 408, 410, 411, 412, 413; B2: 168, 169, 170, 171, 173, 176, 182, 183, 241, 242, 243, 245, 246, 247, 248, 249, 250, 251, 252, 253, 312, 314, 317, 326, 357, 360, 362, 366, 367, 368, 370, 375, 376, 377, 378, 379, 380, 381, 382, 384, 385, 386, 387, 390, 391, 396, 397, 400, 401, 402, 404, 405, 407, 408, 409
3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Teacher’s Guide, V1: T72, T73, T176, T177, T232, T233; V2: T300, T301, T318, T319, T366, T367, T375; V3: T64, T65; V5: T254, T255, T292, T293, T336, T337, T366, T367 Teaching Pal, B1: 33, 57, 58, 59, 97, 98, 117, 123, 129, 141, 144, 145, 154, 155, 214, 215, 309, 312, 314, 315, 317, 324, 339, 327, 328, 329, 333, 337, 338, 342, 356, 357, 386, 388, 396; B2: 173, 181, 183, 182, 247, 250, 251, 252, 253, 254, 348, 349, 356, 368, 375, 376, 377, 378, 379, 380, 381, 382, 386, 387, 388, 390, 396, 397, 400, 403, 404, 408, 409, 410, 411, 412

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3.RL.2.3	Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.	Teacher’s Guide, V1: T48–T51, T54–T59, T79, T120–T125, T135, T183, T184–T185, T262–T267, T348–T353; V2: T176–T181, T244–T249, T269, T310–T315, T325, T348–T353, T373; V3: T54–T59, T120–T125; V4: T158–T163, T310–T315; V5: T238–T241, T356–T361; V6: T84, T124 Teaching Pal, B1: 22, 26, 28, 31, 32, 44, 45, 48, 49, 51, 52, 53, 54, 55, 63, 64, 65, 68, 69, 70, 71, 131, 143, 144, 188, 193, 202, 204, 205, 206, 306, 309, 311, 312, 326, 329, 330, 331, 332, 333, 334, 335, 336, 344, 345, 347, 349, 350, 351, 353, 355, 375, 376, 377, 379, 380, 381, 382, 383, 385, 386, 403, 404, 405, 411; B2: 23, 33, 41, 43, 169, 173, 175, 179, 181, 243, 245, 246, 247, 251, 362, 366, 384, 385, 387, 395, 402, 405, 406, 407
3.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural		
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Teacher’s Guide, V1: T292–T297, T325, T356–T361, T373; V2: T244–T249, T254–T259, T269, T310–T315, T325, T348–T353, T356–T361, T373; V3: T129; V4: T158–T163, T166–T171, T325; V5: T245, T280–T285 Teaching Pal, B1: 54, 62, 68, 116, 131, 135, 136, 142, 144, 154, 188, 191, 193, 194, 195, 204, 205, 208, 210, 307, 313, 348, 355, 377, 384; B2: 27
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	Teacher’s Guide, V1: T30–T35, T64–T69, T158–T163, T244–T249, T366–T371; V3: T176–T181 Teaching Pal, B1: 21, 22, 79, 118, 127, 188, 190; B2: 27, 378, 379
RL.4: CONNECTION OF IDEAS		
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
Connection of Ideas		
3.RL.4.1	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>).	Teacher’s Guide, V1: T166–T171, T254–T259; V3: T254–T259; V4: T166–T171; V5: T128–T133 Teaching Pal, B1: 20, 25, 30, 41, 43, 50, 66, 69, 78, 83, 89, 90, 98, 119, 121, 122, 127, 128, 135, 188, 189, 192, 194, 196, 198, 201, 202, 206, 208, 210, 401, 404, 407; B2: 23, 26, 28, 33, 34, 35, 177, 178, 181, 249, 317, 358, 361, 364, 369, 372, 375, 393, 403

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3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>).	Teacher’s Guide, V1: T120, T121, T135; V2: M4 T375 V3 M5 T135; V3: T120, T121 Teaching Pal, B1: 65, 68, 69, 71, 195, 205, 403, 404, 412
READING: <i>Nonfiction</i>		
RN.1: LEARNING OUTCOME FOR READING NONFICTION		
Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T224–T225, T304–T305, T314–T315, T322–T323; V2: T34–T35, T46–T47, T58–T59, T68–T69, T76–T77, T114–T115, T124–T125, T132–T133, T150–T151, T162–T163, T170–T171, T180–T181, T224–T225, T236–T237, T248–T249, T258–T259, T266–T267, T284–T285, T296–T297; V3: T34–T35, T150–T151, T162–T163, T170–T171, T180–T181, T224–T225, T236–T237, T248–T249, T258–T259, T266–T267, T284–T285, T296–T297, T304–T305, T314–T315, T322–T323, T340–T341, T352–T353, T360–T361, T370–T371; V4: T34–T35, T46–T47, T58–T59, T68–T69, T76–T77, T94–T95, T106–T107, T114–T115, T124–T125, T132–T133, T224–T225, T236–T237, T248–T249, T258–T259, T266–T267, T284–T285, T296–T297, T340–T341, T352–T353, T360–T361, T370–T371; V5: T34–T35, T46–T47, T58–T59, T68–T69, T76–T77, T114–T115, T124–T125, T132–T133, T150–T151, T162–T163, T170–T171, T180–T181, T224–T225; V6: T9, T15, T17, T21, T23, T29, T35, T37, T41, T43, T49, T55, T57, T61, T63 Teaching Pal, B1: 112–113, 158–178, 228–229, 230–240, 250–270, 274–288, 302–303, 370–371, 416–434; B2: 16–17, 18–44, 48–54, 58–72, 76–88, 102–103, 104–118, 122–140, 144–162, 196–197, 198–222, 226–236, 256–268, 282–283, 284–300, 310–318, 322–340, 354–355

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RN.2: KEY IDEAS AND TEXTUAL SUPPORT		
Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textural Support		
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Teacher’s Guide, V1: T311; V2: T42, T43, T65, T111, T146, T147, T159, T166, T167, T177; V3: T31, T147, T166, T167, T177, T233, T245, T255, T263, T280, T281, T293, T300, T301, T319, T337, T349, T357, T367; V4: T30, T31, T43, T65, T73, T91, T111, T121, T221, T233, T255, T281, T293, T337, T349, T357, T367; V5: T31, T43, T55, T65, T73, T110, T111, T121, T129, T147, T159, T167, T176, T177, T221</p> <p>Teaching Pal, B1: 160, 161, 162, 166, 168, 171, 174, 175, 176, 178, 179, 232, 235, 236, 239, 241, 247, 252, 257, 258, 261, 263, 264, 266, 267, 268, 269, 271, 276, 278, 280, 282, 283, 285, 287, 289, 420, 422, 424, 425, 426, 428, 430, 432, 433, 435; B2: 20, 23, 24, 27, 30, 32, 36, 41, 42, 45, 50, 51, 53, 54, 55, 60, 61, 62, 63, 69, 71, 73, 78, 82, 85, 86, 88, 89, 102, 103, 108, 112, 113, 117, 119, 124, 127, 132, 134, 140, 141, 146, 147, 149, 150, 155, 158, 160, 163, 205, 206, 207, 212, 213, 218, 221, 223, 229, 230, 234, 235, 236, 237, 259, 260, 261, 262, 263, 265, 269, 282, 283, 286, 287, 290, 296, 299, 300, 301, 313, 314, 317, 318, 319, 326, 328, 329, 330, 341</p>
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>Teacher’s Guide, V2: T54, T55, T110, T111, T158, T159; V3: T232, T233, T292, T293, T366, T367; V4: T254, T255, T336, T337; V5: T72, T73, T220, T221</p> <p>Teaching Pal, B1: 166, 168, 175, 179, 237, 241, 253, 257, 264, 271, 282, 285, 289, 419, 424, 425, 426, 433, 435; B2: 23, 25, 27, 29, 41, 45, 46, 51, 52, 55, 56, 61, 73, 86, 89, 116, 117, 119, 141, 149, 158, 163, 197, 205, 206, 207, 218, 221, 223, 235, 237, 259, 261, 263, 266, 269, 270, 271, 282, 283, 286, 287, 290, 297, 300, 301, 317, 319, 341, 344, 345, 346, 347, 354, 355</p>
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	<p>Teacher’s Guide, V2: T64–T69, T110–T115, T120–T125; V3: T166–T171, T238–T241, T269, T325, T348–T353; V4: T64–T69, T102–T107, T238–T241, T244–T249; V5: T54–T59, T64–T69, T135, T158–T163; V6: T20, T40</p> <p>Teaching Pal, B1: 234, 259, 285, 419, 431; B2: 64, 78, 79, 82, 84, 85, 111, 112, 124, 131, 135, 207, 212, 213, 214, 217, 218, 221, 229, 230, 234, 235, 262, 264, 288, 290, 295, 296, 299, 335, 340</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RN.3: FEATURES AND STRUCTURES		
Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
Features and Structures		
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>).	Teacher’s Guide, V1: T220–T225, T166, T220, T254, T318–T323; V2: T30–T35, T72–T77; V3: T30–T35, T220–T225, T254–T259, T318–T323, T356–T361, T373; V4: T128–T133, T220–T225, T262–T267, T366–T371; V5: T64–T69, T79, T128–T133, T183; V6: T20, T40 Teaching Pal, B1: 160, 228, 229, 238, 279, 282, 288; B2: 16, 17, 23, 35, 39, 44, 50, 62, 66, 72, 81, 82, 87, 106, 147, 148, 151, 159, 196, 197, 198, 199, 205, 207, 210, 222, 228, 259, 260, 268, 286, 289, 290, 300, 324, 325, 328, 338, 340
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Teacher’s Guide, V2: T64–T69, T120–T125; V3: T166–T171, T238–T241, T269, T325, T348–T353; V4: T64–T69, T102–T107, T238–T241, T244–T249; V5: T54–T59, T135, T158–T163; V6: T20, T40 Teaching Pal, B1: 234, 259, 285, 419, 431; B2: 64, 78, 79, 82, 84, 85, 111, 112, 124, 131, 135, 207, 212, 213, 214, 217, 218, 221, 229, 230, 234, 235, 262, 264, 288, 290, 295, 296, 299, 335, 340
3.RN.3.3	Distinguish one’s own perspective from that of the author of the text.	Teacher’s Guide, V2: T166–T171; V3: T244–T249; V4: T30–T35, T54–T59, T348–T353; V6: T20, T40, T60 Teaching Pal, B1: 158, 250, 420, 427; B2: 27, 104, 122, 140, 146, 153, 325, 334
RN.4: CONNECTION OF IDEAS		
Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
Connection of Ideas		
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Teacher’s Guide, V2: T220–T225; V4: T348–T353, T356–T361; V5: T30–T35; V6: T60 Teaching Pal, B1: 302, 303; B2: 102, 259, 261, 263, 266
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.	Teacher’s Guide, V2: T51, T78, T79, T135, T183, T241; V3: T241, T269, T325, T372, T373; V4: T51, T78, T79, T134, T135, T182, T183, T241, T325; V5: T51, T78, T79, T135

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Teaching Pal, B1: 260, 279, 286; B2: 66, 69, 156, 175, 258, 260, 262, 333, 338
3.RN.4.3	<i>Standard begins at sixth grade.</i>	
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY		
Build and apply vocabulary using various strategies and sources		
Learning Outcome		
3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.	<p>This standard is addressed throughout the program. Please see the following representative pages:</p> <p>Teacher’s Guide, V1: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V2: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V3: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V4: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V5: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365</p> <p>Teaching Pal, B1: 12–13, 108–109, 224–225, 298–299, 366–367, 443–457; B2: 12–13, 98–99, 192–193, 278–279, 350–351, 417–432</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RV.2: VOCABULARY BUILDING		
Use strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
3.RV.2.1	Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.	<p>This standard is addressed throughout the program. Please see the following representative pages:</p> <p>Teacher’s Guide, V1: T40–T41, T52, T53, T70–T71, T88–T89, T100, T101, T108–T109, T118, T119, T144–T145, T156, T157, T174–T175, T230–T231, T242, T278–T279, T290, T298–T299, T308, T334–T335, T346, T347, T364–T365; V2: T40–T41, T52, T70–T71, T88–T89, T100, T108–T109, T118, T144–T145, T156, T174–T175, T230–T231, T242, T278–T279, T290, T298–T299, T308, T334–T335, T346, T364–T365; V3: T40–T41, T52, T70–T71, T88–T89, T100, T108–T109, T118, T144–T145, T156, T174–T175, T230–T231, T242, T278–T279, T290, T298–T299, T308, T334–T335, T346, T364–T365; V4: T40–T41, T52, T70–T71, T88–T89, T100, T108–T109, T118, T144–T145, T156, T174–T175, T230–T231, T242, T278–T279, T290, T298–T299, T308, T334–T335, T346, T364–T365; V5: T40–T41, T52, T53, T70–T71, T88–T89, T100, T101, T108–T109, T118, T119, T144–T145, T156, T174–T175, T230–T231, T242, T278–T279, T290, T298–T299, T308, T309, T334–T335, T346, T347, T364–T365</p> <p>Teaching Pal, B1: 12–13, 108–109, 224–225, 228–229, 298–299, 366–367, 443–457; B2: 12–13, 98–99, 192–193, 278–279, 350–351, 417–432</p>
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).	<p>Teacher’s Guide, V1: T70–T71, T243, T260–T261, T291, T309; V2: T53, T70–T71, T101, T119, T243, T260–T261, T291, T309; V3: T53, T70–T71, T101, T119, T260–T261; V4: T53, T70–T71, T101, T119; V5: T70–T71, T243, T260–T261, T291</p> <p>Teaching Pal, B1: 12, 108, 224, 277, 298, 366; B2: 12, 98, 192, 278, 350</p>
3.RV.2.3	<i>Standard begins at sixth grade.</i>	
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<p>Teacher’s Guide, V1: T62–T63, T126–T127, T157, T165–T165, T252–T253, T316–T317, T347, T354–T355; V2: T62–T63, T126–T127, T157, T164–T165, T252–T253, T316–T317, T347, T354–T355; V3: T62–T63, T126–T127, T157, T164–T165, T252–T253, T316–T317, T347, T354–T355; V4: T62–T63, T126–T127, T157, T164–T165, T252–T253, T316–T317, T347, T354–T355; V5: T62–T63, T126–T127, T157, T164–T165, T252–T253, T316–T317, T347, T354–T355</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Teaching Pal, B1: 445, 447, 449, 451, 452, 453, 454; B2: 420, 421, 424, 425, 427, 428, 430
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Teacher’s Guide, V1: T70–T71, T156, 174–T175, T260–T261, T346, T364–T365; V2: T70–T71, T156, 174–T175, T260–T261, T346, T364–T365; V3: T70–T71, T156, 174–T175, T243, T260–T261, T291, T309, T346, T364–T365; V4: T70–T71, T156, T157, 174–T175, T243, T260–T261, T291, T309, T346, T364–T365; V5: T70–T71, T156, T157, 174–T175, T243, T260–T261, T291, T309, T346, T364–T365 Teaching Pal, B1: 443–457; B2: 417–432
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
Vocabulary in Literature and Nonfiction Texts		
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>).	Teacher’s Guide, V1: T102–T107, T128–T133, T310–T315; V2: T262–T267; V4: T176–T181, T318–T323; V5: T262–T267, T318–T323 Teaching Pal, B1: 33, 41, 45, 53, 63, 67, 137, 152, 310, 313, 346; B2: 31, 173, 247, 312, 314, 315, 360, 363, 371, 373, 383, 394
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V2: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V3: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V4: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		<p>T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V5: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365</p> <p>Teaching Pal, B1: 12–13, 108–109, 224–225, 298–299, 366–367, 443–457; B2: 12–13, 98–99, 192–193, 278–279, 350–351, 417–432</p>
3.RV.3.3	Recognize the meanings of idioms in context.	<p>Teacher’s Guide, V1: T86, T87, T102–T107, T128–T133, T142, T216, T217, T232; V2: T26, T86, T216, T277, T332; V3: T26, T86, T217, T332; V4: T87, T217; V5: T277</p> <p>Teaching Pal, B1: 40, 41, 67; B2: 230</p>
Writing		
W.1: LEARNING OUTCOME FOR WRITING		
Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
3.W.1	Writing routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	<p>This standard is addressed throughout the program. Please see the following representative pages: Teaching Pal, B1: 36–37, 58–59, 74–75, 100–101, 102–105, 146–147, 156–157, 180–181, 216–217, 218–221, 242–243, 248–249, 272–273, 290–291, 292–295, 316–317, 322–323, 340–341, 358–359, 360–363, 390–391, 396–397, 414–415, 436–437, 438–441; B2: 46–47, 56–57, 74–75, 90–91, 92–95, 120–121, 142–143, 164–165, 184–185, 186–189, 224–225, 238–239, 254–255, 270–271, 272–275, 302–303, 308–309, 320–321, 342–343, 344–347, 378–379, 388–389, 398–399, 410–411, 412–415</p> <p>Writing Workshop Teacher’s Guide: W6–W16, W22–W32, W38–W50, W56–W66, W71–W82, W87–W98, W104–W116, W122–W132, W138–W148, W153–W164, W170–W182, W188–W198</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
W.2: HANDWRITING		
Demonstrate the ability to write legibly		
Handwriting		
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	Teacher’s Guide, V1: T38, T98, T288, R4–R8; V2: T98, T154, T228, T344, R4–R8; V3: T38, T154, T228, T344, R4–R8; V4: T38, T154, T228, T344, R4–R8; V5: T38, T98, T154, T228, T288, T344, R4–R8; V6: T32, T52, T76, T96, T116, R4–R8 Writing Workshop Teacher’s Guide: R5–R9
3.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
W.3: WRITING GENRES		
Develop writing skills by writing for different purposes and to specific audiences or people		
Persuasive		
3.W.3.1	Write persuasive compositions in a variety of forms that –	
•	State the opinion in an introductory statement or section.	Teacher’s Guide, V1: T376, T377; V2: T159; V3: T103, T245, T186, T187, T245, T349; V4: T376, T377; V5: T55, T121, T311 Teaching Pal, B1: 218, 219, 220, 221, 290, 291, 396, 397, 438, 439, 440, 441; B2: 46, 47, 90, 91, 224, 225, 272, 273, 274, 275, 302, 303, 320, 321, 398, 399 Writing Workshop Teacher’s Guide: W71, W72, W73, W104, W105, W106, W170, W171, W172
•	Support the opinion with reasons in an organized way.	Teacher’s Guide, V1: T376, T377; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 218, 219, 220, 221, 290, 291, 396, 397, 438, 439, 440, 441; B2: 47, 91, 92, 225, 272, 273, 274, 275, 303, 321, 399 Writing Workshop Teacher’s Guide: W73, W74, W106, W107, W111, W172, W173, W177
•	Connect opinion and reasons using words and phrases.	Teacher’s Guide, V1: T376, T377; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 218, 219, 220, 221, 291, 397, 438, 439, 440, 441; B2: 91, 272, 273, 274, 275, 399 Writing Workshop Teacher’s Guide: W74, W75, W108, W109, W111, W112, W175, W178

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
•	Provide a concluding statement or section.	<p>Teacher’s Guide, V1: T376, T377; V3: T186, T187; V4: T376, T377</p> <p>Teaching Pal, B1: 218, 219, 220, 221, 291, 397, 438, 439, 440, 441; B2: 91, 225, 272, 273, 274, 275, 303, 321, 399</p> <p>Writing Workshop Teacher’s Guide: W75, W108, W174</p>
Informative		
3.W.3.2	Write informative compositions on a variety of topics that –	
•	State the topic, develop a main idea for the introductory paragraph, and group related information together.	<p>Teacher’s Guide, V1: T103, T121, T159, T311, T319, T349; V2: T55, T65, T103, T121, T167, T186, T187, T293, T349; V3: T55, T103, T121, T159, T245, T293, T367, T376, T377; V4: T55, T103, T121, T159, T186, T187, T293, T311, T349; V5: T65, T103, T159, T186, T187, T245, T293</p> <p>Teaching Pal, B1: 216, 217, 242, 243, 248, 249, 292, 293, 294, 295, 322, 323, 340, 341, 358, 359, 436, 437; B2: 56, 57, 92, 93, 94, 95, 120, 121, 142, 143, 164, 165, 184, 185, 186, 187, 188, 189, 238, 239, 270, 271, 308, 309, 342, 343, 344, 345, 346, 347</p> <p>Writing Workshop Teacher’s Guide: W87, W88, W89, W122, W123, W124, W125, W168, W169, W170</p>
•	Develop the topic with facts and details.	<p>Teacher’s Guide, V2: T186, T187; V3: T376, T377; V4: T186, T187; V5: T186, T187</p> <p>Teaching Pal, B1: 217, 243, 249, 292, 293, 294, 295, 323, 341, 437; B2: 57, 92, 93, 94, 95, 121, 143, 164, 165, 184, 185, 186, 187, 188, 189, 238, 239, 270, 271, 308, 309, 343, 344, 345, 346, 347, 389</p> <p>Writing Workshop Teacher’s Guide: W89, W90, W91, W125, W126, W191, W192</p>
•	Connect ideas within categories of information using words and phrases.	<p>Teacher’s Guide, V2: T186, T187; V3: T376, T377; V4: T186, T187; V5: T186, T187</p> <p>Teaching Pal, B1: 217, 292, 294, 295; B2: 143, 186, 189, 271, 343</p> <p>Writing Workshop Teacher’s Guide: W96, W97, W127, W128, W195</p>

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
•	Use text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension.	Writing Workshop Teacher’s Guide: W131, W197
•	Provide a concluding statement or section.	Teacher’s Guide, V2: T186, T187; V3: T376, T377; V4: T186, T187; V5: T186, T187 Teaching Pal, B1: 217, 243, 249, 292, 294, 295, 323; B2: 57, 92, 94, 95, 121, 143, 165, 185, 186, 189, 309, 344, 346, 347 Writing Workshop Teacher’s Guide: W90, W91, W127, W192
Narrative		
3.W.3.3	Write narrative compositions in a variety of forms that –	
•	Establish an introduction (e.g., <i>situation, narrator, characters</i>).	Teacher’s Guide, V1: T55, T121, T159, T186, T187; V2: T245, T255, T357, T367, T376, T377; V3: T159; V4: T311; V5: T349, T376, T377 Teaching Pal, B1: 36, 37, 74, 75, 100, 101, 102, 103, 104, 105, 180, 181, 272, 273, 316, 317, 360, 361, 362, 363, 414, 415; B2: 254, 255, 410, 411, 412, 413, 414, 415 Writing Workshop Teacher’s Guide: W6, W7, W8, W38, W39, W40, W41, W56, W57, W58, W153, W154, W155, W156, W157
•	Include specific descriptive details and clear event sequences.	Teacher’s Guide, V2: T255, T357, T376, T377 Teaching Pal, B1: 75, 101, 103, 104, 105, 180, 181, 273, 360, 361, 362, 363, 415; B2: 255, 411, 412, 413, 414, 415 Writing Workshop Teacher’s Guide: W8, W9, W40, W41, W42, W60, W62, W156, W157, W158
•	Include dialogue.	Writing Workshop Teacher’s Guide: W9, W57, W58
•	Connect ideas and events using introduction and transition words.	Teacher’s Guide, V1: T186, T187; V3: T376, T377 Teaching Pal, B1: 103, 104, 105, 180, 181, 317, 360, 361, 362, 363; B2: 255, 411, 415 Writing Workshop Teacher’s Guide: W9, W13, W41, W43, W58, W59, W160

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
•	Provide an ending.	Teacher’s Guide, V1: T186, T187; V2: T357; V3: T376, T377 Teaching Pal, B1: 37, 75, 101, 104, 105, 180, 181, 273, 360, 361, 362, 363; B2: 255, 411, 412, 413, 414, 415 Writing Workshop Teacher’s Guide: W10, W43, W59, W157
W.4: THE WRITING PROCESS		
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
3.W.4	Apply the writing process to –	
•	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).	This standard is addressed throughout the program. Please see the following representative pages: Teaching Pal, B1: 36–37, 58–59, 74–75, 100–101, 102–105, 146–147, 156–157, 180–181, 216–217, 218–221, 242–243, 248–249, 272–273, 290–291, 292–295, 316–317, 322–323, 340–341, 358–359, 360–363, 390–391, 396–397, 414–415, 436–437, 438–441; B2: 46–47, 56–57, 74–75, 90–91, 92–95, 120–121, 142–143, 164–165, 184–185, 186–189, 224–225, 238–239, 254–255, 270–271, 272–275, 302–303, 308–309, 320–321, 342–343, 344–347, 378–379, 388–389, 398–399, 410–411, 412–415 Writing Workshop Teacher’s Guide: W6–W16, W22–W32, W38–W50, W56–W66, W71–W82, W87–W98, W104–W116, W122–W132, W138–W148, W153–W164, W170–W182, W188–W198
•	Use technology to interact and collaborate with others to publish legible documents.	Teaching Pal, B1: 105, 221, 295, 363, 441; B2: 95, 189, 275, 347, 415 Writing Workshop Teacher’s Guide: W15–W16, W31–W32, W49–W50, W65–W66, W81–W82, W97–W98, W115–W116, W131–W132, W147–W148, W163–W164, W181–W182, W197–W198
STANDARD 5: THE RESEARCH PROCESS W.5:		
Build knowledge about the research process and the topic under study by conducting short research		
3.W.5	Conduct short research on a topic.	Teacher’s Guide, V1: T85, T141, T182, T190, T268, T331, T372, T380; V2: T78, T141, T182, T190, T324, T380; V3: T141, T190, T215, T268, T324, T380; V4: T25, T78, T134, T141, T182, T190, T275, T324, T331, T372, T380; V5: T25, T78, T141, T190, T215, T324, T331, T372, T380 Teaching Pal, B1: 294, 295, 438, 441; B2: 93, 94, 95, 272, 275, 336, 346, 347

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Writing Workshop Teacher’s Guide: W87–W91, W97–W98, W120–W127, W131–W132, W188–W193, W197–W198
•	Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>).	Teacher’s Guide, V1: T182; V2: T78, T182; V3: T215; V4: T78; V5: T25, T78, T215 Teaching Pal, B2: 93 Writing Workshop Teacher’s Guide: W87, W88, W120, W122, W123, W188, W189
•	Locate information in reference texts, electronic resources, or through interviews.	Teacher’s Guide, V1: T85, T268; V2: T78, T182, T324; V4: T25, T78, T134, T190, T275; V5: T25, T78, T215, T324 Teaching Pal, B1: 294, 438; B2: 93, 94, 272, 336, 346 Writing Workshop Teacher’s Guide: W88, W89, W90, W91, W123, W124, W125, W126, W127, W189, W190, W192, W193
•	Recognize that some sources may be more reliable than others.	Teacher’s Guide, V1: T141, T268; V2: T78; V4: T78; V5: T78 Writing Workshop Teacher’s Guide: W88, W89, W90, W91, W123, W124, W125, W126, W127, W189, W190, W191, W192
•	Record relevant information in their own words.	Teacher’s Guide, V3: T268; V4: T182 Writing Workshop Teacher’s Guide: W97, W124, W126, W127, W190, W193, W197
•	Present the information, choosing from a variety of formats	Teacher’s Guide, V1: T190, T268, T331, T372, T380; V2: T141, T182, T190, T380; V3: T141, T190, T324, T380; V4: T141, T190, T324, T331, T372, T380; V5: T141, T190, T331, T372, T380 Teaching Pal, B1: 295, 441; B2: 95, 275, 347 Writing Workshop Teacher’s Guide: W98, W131–W132, W198

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
W.6: CONVENTIONS OF STANDARD ENGLISH		
Demonstrate command of the conventions of standard English		
Grammar and Usage		
3.W.6.1	Demonstrate command of English grammar and usage, focusing on:	This standard is addressed throughout the program. Please see the following representative pages: Writing Workshop Teacher’s Guide: W11, W13, W14, W26, W28, W29, W30, W44, W46, W47, W48, W62, W63, W64, W76, W79, W80, W92, W94, W95, W96, W112, W113, W114, W128, W130, W143, W145, W146, W158, W160, W161, W162, W175, W178, W179, W180, W193, W195, W196, W200–W349
3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., <i>hope, thought</i>).	Writing Workshop Teacher’s Guide: W240–W244
3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	Writing Workshop Teacher’s Guide: W152, W158, W215–W219, W220–W224, W265–W269, W270–W279, W280–W284, W285–W289, W346, W348, W349
3.W.6.1c	Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	Writing Workshop Teacher’s Guide: W13, W28, W121, W290–W294, W295–W299, W305–W309, W310–W314
3.W.6.1d	<i>Standard begins at fourth grade.</i>	
3.W.6.1e	Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).	Writing Workshop Teacher’s Guide: W2, W25, W46, W128, W175, W200–W204, W205–W209, W210–W214, W225–W229, W230, W260, W265
3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	Teacher’s Guide, V1: T38, T98, T154, T228, T288, T344; V2: T38, T98, T154, T228, T288, T344; V3: T38, T98, T154, T228, T288, T344; V4: T38, T98, T154, T228, T288, T344; V5: T38, T98, T154, T228, T288, T344; V6: T12, T32, T46, T70 Writing Workshop Teacher’s Guide: W9, W10, W11, W14, W26, W29, W47, W54, W63, W76, W79, W95, W113, W145, W193, W231–W234, W250–W254, W320–W324, W325–W329, W330–W334, W335–W339, W340, W345–W349

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3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Writing Workshop Teacher’s Guide: W10, W11, W14, W26, W29, W47, W95, W145, W193, W231–W234, W331–W334, W340
3.W.6.2b	Punctuation –	
•	Correctly using apostrophes to form contractions and singular and plural possessives.	Writing Workshop Teacher’s Guide: W29, W63, W76, W79, W113, W250–W254, W335–W339
•	Using quotation marks to mark direct speech.	Writing Workshop Teacher’s Guide: W9, W54, W330–W334
•	Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>).	Writing Workshop Teacher’s Guide: W320–W324, W325–W329, W332
3.W.6.2c	Spelling –	
•	Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.	Teacher’s Guide, V1: T39, T99, T155; V4: T288; V5: T38; V6: T96, T116 Writing Workshop Teacher’s Guide: W47, W95, W345–W349
•	Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs</i>) when writing.	Teacher’s Guide, V1: T38, T98, T154, T228, T288, T344; V2: T38, T98, T154, T228, T288, T344; V3: T38, T98, T154, T228, T288, T344; V4: T38, T98, T154, T288, T344; V5: T98, T154, T228, T288, T344; V6: T12, T32, T46, T70 Writing Workshop Teacher’s Guide: W47, W79, W95, W345, W346, W348, W349
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING		
Develop and apply effective communication skills through speaking and active listening		
Learning Outcome		
3.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V2: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V3: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V4: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V5: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		<p>Teaching Pal, B1: 35, 57, 73, 99, 105, 145, 155, 179, 215, 221, 241, 247, 271, 289, 295, 315, 321, 339, 357, 363, 389, 395, 413, 435, 441; B2: 45, 55, 73, 89, 95, 119, 141, 163, 183, 189, 223, 237, 253, 269, 275, 301, 307, 319, 341, 347, 377, 387, 397, 409, 415</p> <p>Writing Workshop Teacher’s Guide: W2, W16, W18, W32, W34, W50, W52, W66, W68, W82, W84, W98, W100, W116, W118, W132, W134, W148, W150, W164, W166, W182, W184, W198, W200</p>
SL.2: DISCUSSION AND COLLABORATION		
Develop and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.	<p>This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V2: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V3: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V4: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V5: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373</p> <p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p> <p>Writing Workshop Teacher’s Guide: W2, W16, W18, W32, W34, W50, W52, W66, W68, W82, W84, W98, W100, W116, W118, W132, W134, W148, W150, W164, W166, W182, W184, W198, W200</p>
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.	<p>This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V2: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V3: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V4: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V5: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373</p>

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		<p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p> <p>Writing Workshop Teacher’s Guide: W2, W16, W18, W32, W34, W50, W52, W66, W68, W82, W84, W98, W100, W116, W118, W132, W134, W148, W150, W164, W166, W182, W184, W198, W200</p>
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	<p>Teacher’s Guide, V1: T31, T78, T134, T281, T324; V2: T55, T78, T147, T182; V3: T147, T182, T324, T372</p> <p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p>
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<p>Teacher’s Guide, V1: T43, T51, T78, T91, T111, T134, T221, T241, T301, T337; V2: T31, T51, T91, T241, T377; V3: T31, T51, T182, T221, T241, T372; V4: T43, T51, T91, T111, T147, T221, T241, T301, T377; V5: T31, T51, T182, T187, T221, T233, T241</p> <p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p> <p>Writing Workshop Teacher’s Guide: W18, W82</p>
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.	<p>Teacher’s Guide, V1: T184, T185, T374, T375; V2: T184, T185, T374, T375; V3: T184, T185, T374, T375; V4: T184, T185, T374, T375; V5: T184, T185, T374, T375; V6: T16, T22, T36, T42, T56, T62, T80, T86, T100, T106, T120, T126</p> <p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
SL.3: COMPREHENSION		
Develop and apply active listening and interpretation skills using various strategies		
Comprehension		
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i>), and orally.	<p>Teacher’s Guide, V1: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V2: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V3: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V4: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373; V5: T51, T78–T79, T134–T135, T182–T183, T241, T268–T269, T324–T325, T372–T373</p> <p>Teaching Pal, B1: 35, 57, 73, 91, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 306, 307, 319, 341, 377, 387, 397, 409</p> <p>Writing Workshop Teacher’s Guide: W2, W16, W18, W32, W34, W50, W52, W66, W68, W82, W84, W98, W100, W116, W118, W132, W134, W148, W150, W164, W166, W182, W184, W198, W200</p>
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>Teacher’s Guide, V1: T43, T48–T51, T78, T91, T111, T134, T182, T221, T238–T241, T268, T301, T324, T337, T372; V2: T31, T48–T51, T78, T91, T134, T182, T238–T241, T268, T324, T372; V3: T31, T48–T51, T78, T134, T182, T221, T238–T241, T268, T324, T372; V4: T43, T48–T51, T78, T91, T111, T134, T147, T182, T221, T238–T241, T268, T301, T324, T372, T377; V5: T31, T48–T51, T78, T90–T93, T134, T182, T187, T221, T233, T238–T241, T268, T324, T372</p> <p>Teaching Pal, B1: 35, 57, 73, 99, 145, 155, 179, 215, 241, 247, 271, 289, 315, 321, 339, 357, 389, 395, 413, 435; B2: 45, 55, 73, 89, 119, 141, 163, 183, 223, 237, 253, 269, 301, 307, 319, 341, 377, 387, 397, 409</p> <p>Writing Workshop Teacher’s Guide: W18, W82</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS		
Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	Teacher’s Guide, V1: T190, T268, T331, T372, T380; V2: T141, T182, T190, T380; V3: T141, T190, T324, T380; V4: T141, T190, T324, T331, T372, T380; V5: T141, T190, T331, T372, T380 Teaching Pal, B1: 105, 221, 295, 363, 441; B2: 95, 189, 275, 347, 415 Writing Workshop Teacher’s Guide: W16, W32, W50, W66, W82, W98, W116, W132, W148, W164, W182, W198
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	Teacher’s Guide, V1: T190, T268, T331, T372, T380; V2: T141, T182, T190, T380; V3: T141, T190, T324, T380; V4: T141, T190, T324, T331, T372, T380; V5: T141, T190, T331, T372, T380 Teaching Pal, B1: 105, 221, 295, 363, 441; B2: 95, 189, 275, 347, 415 Writing Workshop Teacher’s Guide: W15–W16, W31–W32, W49–W50, W65–W66, W81–W82, W97–W98, W115–W116, W131–W132, W147–W148, W163–W164, W181–W182, W197–W198
3.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i>	
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY		
Develop an understanding of media and the roles and purposes of media		
Learning Outcome		
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	Teacher’s Guide, V2: T90–T95, T102–T107, T280–T285, T292–T297; V3: T90–T95, T102–T107; V5: T90–T95, T102–T107 Teaching Pal, B1: 244–249, 318–323, 392–397; B2: 304–309 See [also] Ed Online, Resources → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → [Lesson Title to come], [Lesson Title to come]

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
ML.2: MEDIA LITERACY		
Recognize the purposes of media and the ways in which media can have influences		
Media Literacy		
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<p>Teacher’s Guide, V2: T90–T95, T102–T107, T280–T285, T292–T297; V3: T90–T95, T102–T107; V5: T90–T95, T102–T107</p> <p>Teaching Pal, B1: 244–249, 318–323, 392–397; B2: 304–309</p> <p><i>See [also] Ed Online, Resources → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → [Lesson Title to come], [Lesson Title to come]</i></p>
3.ML.2.2	<i>Standard begins in fifth grade.</i>	



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